

Childminder report

Inspection date: 27 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thoroughly enjoy their time in the childminder's care. The childminder considers their individual needs and interests when organising the environment and planning activities. As a result, children spend lengthy periods of time in play and activities of their choosing. They concentrate intently as they fit together their favourite colourful, chunky puzzles. Children show perseverance as they work out how to place the puzzle pieces correctly. For example, they learn how to correspond matching colours under the skilful, patient guidance of the childminder. Overall, they make good progress in their learning.

The childminder is extremely warm, caring, and attentive towards children. This helps them to feel safe and secure in her care. Children demonstrate high levels of self-esteem because the childminder provides lots of praise and encouragement. Children smile and laugh with the childminder, as she engages readily with them as they play together in the role-play kitchen. They delight in preparing food orders for the childminder and talk about the shape, colour and texture of different fruit and vegetables. Children behave and follow instruction well. This helps to prepare children in readiness for their move to school. They busily help to tidy up their toys before snack time and are starting to understand the importance of keeping the areas where they play free from trip hazards.

What does the early years setting do well and what does it need to do better?

- The childminder has a good overall understanding of how to support children's ongoing learning. She undertakes regular assessments to monitor the progress children are making. The childminder uses this information to plan for the next stage in their learning. She demonstrates a sound knowledge of the children in her care and how to help them make progress.
- Partnerships with parents are positive. The childminder gathers important information about children's health and development when they first start. This enables her to effectively meet children's needs. The childminder provides parents with regular feedback about their child's achievements, so that they can extend their child's learning at home.
- The childminder positively supports children's speech development. She interacts constantly with children as they play. The childminder asks them open questions and allows them ample time to think and respond. She models language well to help children learn how to pronounce words clearly. As a result, children are becoming confident communicators. Young children are confident communicators, and able to verbalise their thoughts and ideas. They speak with growing clarity about the animals and vehicles they recognise in puzzle pictures as they piece them together.
- Children have lots of opportunities to try things out for themselves, which helps

them to master new skills. The childminder patiently guides and supports children to do so. For example, children develop their fine motor skills as they practise unpeeling the backs off stickers during a craft activity. They show perseverance and pride in their achievements.

- The childminder provides clear and consistent messages to help children understand expectations for behaviour. She gently helps them to recognise why some behaviours, such as climbing on furniture, are not safe. She reminds them to say please and thank you. Children behave very well because they are constantly engaged in play, discussion, and learning.
- Children enjoy daily opportunities to get fresh air and exercise in the childminder's garden and through trips to local parks. The childminder meets with other local childminders, which provides children with opportunities to form friendships with other children. This helps children to develop important social skills. However, the childminder does not consistently plan outdoor activities to help children experience a broader range of learning.
- The childminder is reflective of her practice and has kept herself up to date with changes to the framework. Nonetheless, she does not routinely consider ways in which she could focus her own professional development to raise her own knowledge, and the quality of teaching to the highest level. For example, on some occasions she does not make the most of all opportunities to extend children's learning during her interactions with them.
- The childminder is very attentive towards meeting children's health needs. She works with parents to make sure they provide healthy and nutritional packed lunches for their children. However, she does not always support children to become more independent in managing their own self-care, such as handwashing and wiping their own noses.

Safeguarding

The arrangements for safeguarding are effective.

The childminder demonstrates an understanding of the signs which could indicate a child is at risk of harm. She understands her duty to pass on any concerns about children's safety and welfare to the local safeguarding partnership. This includes the process she should follow should an allegation of harm be made against herself. The childminder provides a safe and secure environment for children to play in. She supervises children constantly as they play and during mealtimes. She effectively helps children to learn about how to keep themselves safe. The childminder keeps her paediatric first-aid training up to date.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- consider opportunities for professional development to enhance existing skills

and knowledge, so that the quality of teaching is consistently of the highest quality

- review the outdoor provision, so that children are consistently provided with more opportunities and experiences to develop across all areas of learning
- provide more consistent support to help children develop stronger independence in meeting their own self-care needs and to learn how to keep themselves healthy.

Setting details

Unique reference number	507487
Local authority	Surrey
Inspection number	10228301
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	2 to 2
Total number of places	6
Number of children on roll	1
Date of previous inspection	16 January 2017

Information about this early years setting

The childminder registered in 1990. She lives in Redhill, Surrey. The childminder provides care for children between 8.30am and 5pm every Friday throughout the year. The childminder has a childcare qualification at level 3.

Information about this inspection

Inspector

Carla Roberts

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The childminder provided the inspector with a sample of key documentation on request.
- The inspector and childminder undertook a joint evaluation of a craft activity and discussed how well intentions for children's learning were achieved.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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